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## RESEARCH ARTICLE

# A STUDY ON FINDING RELATIONSHIP BETWEEN CO-CURRICULAR ACTIVITIES AND LEADERSHIP SKILLS TO COMPLEMENT THE FOUNDATION OF ADMINISTRATIVE SKILLS AMONG THE LEARNERS

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### ABSTRACT

Co-curricular activities are a crucial and essential component of the curriculum in today's educational system. Often referred to as extracurricular activities, these extend beyond conventional academic subjects and hold a unique place in the educational landscape. They cover numerous activities, from sports and the arts to social gatherings and volunteer work. Participation in co-curricular activities fosters critical thinking, problem-solving, and creativity. Whether it's organizing an event, writing for a club, or designing a robot, students engage their minds in ways that complement their formal education. Co-curricular activities promote the growth of diverse mental and personality dimensions, including intellectual, emotional, social, moral and artistic development. These activities include disciplines that are not part of the usual academic curriculum but are beneficial for an individual's overall development. Educational system includes knowledge-based curriculum along with co-curricular activities that in turn builds up the sense of creative skills and leadership skills. Therefore, we've done a survey on how the co-curricular activities foster the administrative skills as well as leadership qualities within the school students.

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## INTRODUCTION

"Education is the manifestation of the perfection already in men". Education removes the darkness of our Heart and starts a bright morning there. It removes the ignorance from the innermost part of the heart, and enlightens the lamp of knowledge there. Education breaks the superstitions of our mind and aware about scientific logic in our mindset. So, education is essential for every child at every home so that the depreciation of society is eliminated, and every human being can be self-conscious and self-reliant. It inculcates the principles and values necessary to improve our society.

**Concept of co-curricular activity:** The activities which develop and enhance the academic, physical, emotional, social, intellectual, collaborative abilities, creative thinking and overall holistic approaches towards personality development of the learners are integrated as co-curricular activities.

**The co-curricular activities are divided into the following types:**

#### Educational/ academic co-curricular activities

- Recitation
- Debate competition
- Essay competition
- Story writing

**Physical co-curricular activities**

- Football
- Athletics
- Volleyball
- Badminton
- Cricket
- Table tennis
- Sprint
- Yoga

**Co-operative co-curricular activities**

- Scout
- Guide

**Social co-curricular activities**

- Plantation
- Blood donation
- NSS
- NCC

**Cultural and creative co-curricular activities**

- Singing
- Dancing
- Drawing
- Drama
- Art and crafts

These activities help in development of different skills among the students like:

- Creative skill development
- Moral/ethical value development
- Sense of Nationalism development
- Social skill development
- Logical and analytical thinking development
- Leadership skill development
- All round personality development

**Concept of Administration:** Administration is implicated with the dealing and integrating the cooperative activities of group of people or masses. Administration comprises the potent side of education. It deals with the education related practices. It involves planning, organizing, controlling, executing and evaluating the educative process. To execute all the above activities a learner should develop the relevant skills which in turn will help him/her to be a future administrator.

**Study area selected:** We've selected Kumarghat subdivision schools for our study area which are under Unakoti District of Tripura.

**Objectives of the study**

- To find out relation between co-curricular activities & administrative skill.
- To find out the present status of development of students of secondary level of education.

**Hypothesis of the study**

- The students who participate in co-curricular activities are able to develop administrative skills within them.
- Here co-curricular activities are stated as independent variable & administrative skill as dependent variable. It is testable among the selected sample size.

**Operational definition of the term used to the study**

**Co-curricular activity:** Academic Skill, Physical Activities, Co-operative, Social Development and Responsibility, Cultural value based and Creativity based Activities.

**Administrative skills:** Leadership skill, communication skill, Problem solving skill, logical analysis, social skill, planning & organizing skill, critical thinking, decision making ability.

**Secondary stage of education:** The students of secondary stage of education are very nearer to their adulthood. To imbibe social & moral values within them as a future responsible citizen of current civilization, inculcation of essential skills for overall personality development, leadership and other associative skills as well as co-curricular activities act as a booster.

**Review of related literature:** Co-curricular activity fuels the learning of students by stimulating creative mind, improving the social and organizational skills, developing interest and talents, and offers the opportunity to work on something by enjoying. According to Sandra (2016) the extra-curricular activities fosters the social skills of learners. Social skills are accomplished as communication skills and students' self-confidence. Maximum participation in co-curricular activities helps in stimulating the students' social skills in order to get enter to any field for the future prospect to create skilled human resource in terms of academics and personality. Mastering social skills is essential as it gives a good aftermath in initiating virtual relationships of a particular learner. Active student participation in extra-curricular activities to some extent acts as a catalyst for social skills development. Outside the classroom environment it prompts the interaction of students with teachers and friends. Moreover, through extra-curricular activities, the growth of excellent human resource from the physical, emotional, spiritual and intellectual aspect can be promoted. According to Zada (JSSR, 2021), students' participation in co-curricular activities aids them in achieving their life goals. It could assist to develop decision-making ability, augment their self-confidence, establish social relationships and strengthen their ability to meet challenges effectively, flourishing team spirit, and bloom the spirit of sacrifice and cooperating them in understanding others' point of view. Leadership abilities include the capacity to exercise leadership qualities as well as a range of activities for doing so. According to Yolk (2001), a leader's task is to heighten the established goals that should be respected by other team members. It emphasizes the success of an organization is wholly dependent on the role of leadership. Individuals, leading any field should possess the necessary qualities. According to Dhanmehar (2014), the birth of a king is a long process. Leadership is an integrity of science and an ability that can be learned, earned, practiced, and improved over the times by leadership learning programs such as co-curricular activities.

## RESEARCH METHODOLOGY

We've used ' Analytical Survey method ' for making our studies in progress in different schools under Unakoti district. All the students from class 9 to 12 were considered to be evaluated from each school selectively. For that questionnaire was made on the basis of six individual categories. Among these five categories fall under the independent variable i.e. Co-curricular activities i.e. academic, physical, cooperative, social & creative or cultural aspects and another one is based on different administrative skill in relationship with leadership qualities. In total 60 questions were presented in front of them, 4 from each 5 sections and 10 from the rest section. Students were asked to take a clean single sheet to answer to the respective questions. The question types were of statement based and it made an ease for them to choose the exact answer opinionated on their personal interest. Five options were provided as same for each of the questions. The options were a) Always b) often c) Occasionally d) No e) Never. The printed questions were provided to each of the present students and they answered simply. Their collective data are interpreted in further sections in details.

**Population of the study:** Students of all secondary schools of Unakoti district are selected as the population for the study. Among all these schools under the study area, our survey was conducted upon five different schools. Name of the school are: Pabiacherra H.S. School, Pabiacherra colony High School, Kumarghat Girls' H.S School, D.S.C.M. English Medium H.S. School, Noydrone High School. The location of these schools varies in rural and urban places.

**Sample size of the study:** The sample size of the study was overall comprised of 50 students. Within the students of secondary stages of each school, 10 students were randomly sampled from classes ix ,x & xii.

**Method adopted for the study:** Analytical Survey Method was used to conduct the study. Data were collected on the basis of scoring through questionnaire. These were analyzed and interpreted further.

**Tools used for the study:** The data collection tools used in study has been cited as follows:

**Questionnaire:** It is an important tool for that study of this kind of research. We have been prepared a set of 20 questions from co-curricular activities & 10 questions from administration for the students of these schools.

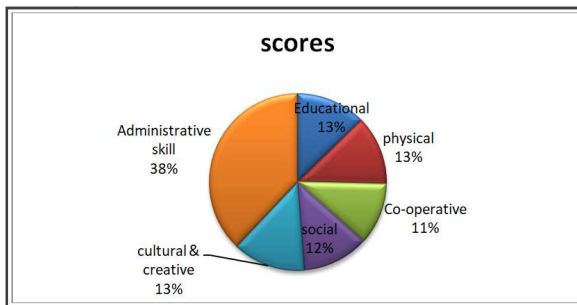
**Interview Schedule:** We've used these questionnaires as an interview schedule and have been catered to them.

**Scoring Procedure:** We used 5-point Likert scale. For "always" we have given 5 marks, "often" we have given 4 marks, "occasionally" we have given 3 marks, "no" we have given 2 marks & for "never" we have given 1 mark.

**Analysis and interpretation**

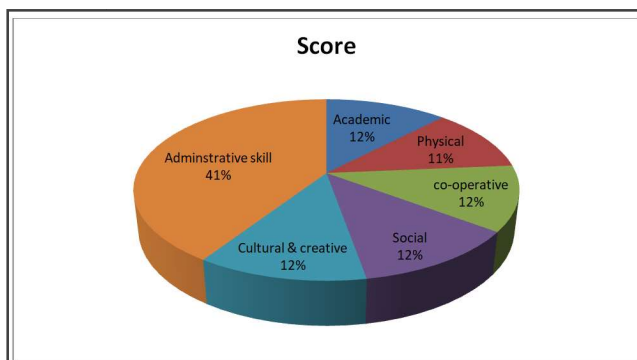
**Pabiacherra H. S School**

Co-curricular Activities & scores		Administrative (score)
Educational/Academic co-curricular activities	136	405
Physical co-curricular activities	135	
Co-operative co-curricular activities	120	
Social co-curricular activities	130	
Cultural & creative co-curricular activities	142	



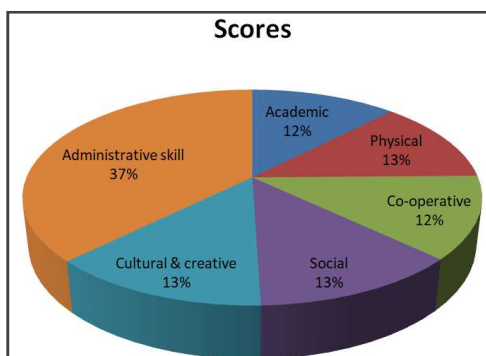
**Pabiacherra Colony High School**

Co-curricular Activities & scores		Administrative (score)
Educational/Academic co-curricular activities	121	404
Physical co-curricular activities	113	
Co-operative co-curricular activities	115	
Social co-curricular activities	119	
Cultural & creative co-curricular activities	119	



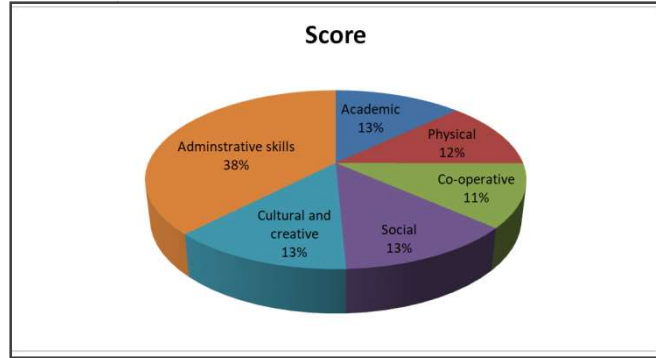
**Kumarghat Girls' H.S School**

Co-curricular Activities & scores		Administrative (score)
Educational/Academic co-curricular activities	150	456
Physical co-curricular activities	152	
Co-operative co-curricular activities	150	
Social co-curricular activities	152	
Cultural & creative co-curricular activities	160	



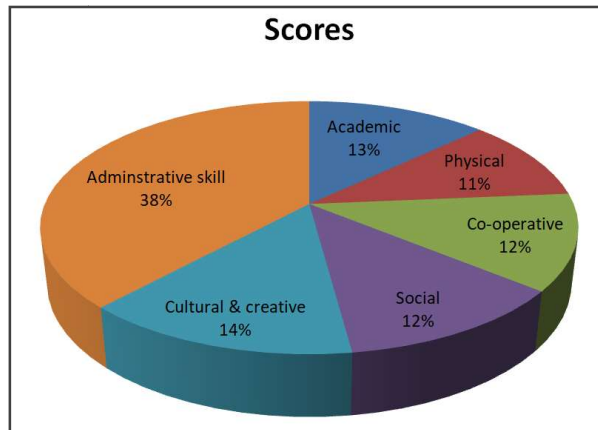
**D.S.C.M English Medium H.S School**

Co-curricular Activities & scores		Administrative (score)
Educational/Academic co-curricular activities	152	444
Physical co-curricular activities	143	
Co-operative co-curricular activities	135	
Social co-curricular activities	150	
Cultural & creative co-curricular activities	153	



**Noydrone High School**

Co-curricular Activities & scores		Administrative (score)
Educational/Academic co-curricular activities	147	432
Physical co-curricular activities	121	
Co-operative co-curricular activities	139	
Social co-curricular activities	136	
Cultural & creative co-curricular activities	159	



**Correlation between the Scores of Co-curricular activities and administrative skills**

Name of school	Co-curricular Score(x)	Administrative Score(y)	U=X-A(764)	V=Y-B(444)	UV	U <sup>2</sup>	V <sup>2</sup>
Pabiacherra H.S School	663	405	-101	-39	3939	10201	1521
Pabiacherra Colony High School	587	404	-177	-40	7080	31329	1600
Kumarghat Girls' H.S school	764(A)	456	0	12	0	0	144
D.S.C.M. English Medium H.S School	733	444(B)	-31	0	0	961	0
Noydrone High School	702	432	-52	-12	744	3844	144
n=5			∑U=-371	∑V=-79	∑UV= 11763	∑U <sup>2</sup> = 46335	∑V <sup>2</sup> =3401

$$\begin{aligned}
 r &= \frac{(n \cdot \sum UV - \sum U \cdot \sum V)}{\{\sqrt{n \sum U^2 - (\sum U)^2}\} * \{\sqrt{n \sum V^2 - (\sum V)^2}\}} \\
 &= \frac{\{5 * 11763 - (-371) * (-79)\}}{\{\sqrt{5 * 46335 - (-371)^2}\} * \{\sqrt{5 * 3401 - (-79)^2}\}} \\
 &= \frac{(58815 - 29309)}{\{\sqrt{231675 - 137641}\} * \{\sqrt{17045 - 6241}\}} \\
 &= \frac{29506}{\{\sqrt{94034} * \sqrt{10804}\}} \\
 &= \frac{29506}{(306.65 * 103.94)} \\
 &= \frac{29506}{31873} \\
 &= 0.925 \\
 &\approx 0.93
 \end{aligned}$$

If the coefficient between two variable is the value of -0.80 to -0.99 or +0.80 to +0.99, then the relationship between them is very high. Since, our co-relation result is 0.93 which shows that the variables are closely related to each other i.e., highly positive co-efficient value. So, if he/she is good in one then he/she will good in another one.

### Data Interpretation

- Debate competition develops logical and analytical thinking. It increases the judgment power of the students.
- Essay competition and literary meeting develops speaking skills which helps them to become a good administrator.
- Participation in physical co-curricular activities, results in good physical build up, that always help maintain a good health. This in turn helps them to become a good administrator.
- Participation in various social activities like volunteering in blood donation camps organized in schools, plantation, participating in awareness campaigns and rallies, etc. develops the social responsibilities and co-operative mentalities among the learners.
- Majority of the students has shown their interest in cultural and creative activities. These will help them to set their life goals in various creative fields.
- We've assessed their problem-solving capacity by asking them questions.
- We've investigated through questionnaires whether they have organized any event at the school or worked in teams.
- Through asking questions we've tried to know their views and interests in leadership.

### Validation of hypothesis

The results are consistent with what we expect. In our co-relation we have seen that those who are good at co-curricular activities also have administrative skills. That is one has a relationship with other.

**Findings of the study:** This study proves that co-curricular activity helps in building administrative qualities. All the data has shown that there is minimum difference between the percentage of attainments in the scoring of both co-curricular activities and administrative skill.

- Pabiacherra H.S. School has shown 13% in academic activities, 13% in physical activities, 11 % in co-operative activities, 12 % in social activities, 13 % in cultural and creative activities i.e., overall curricular activities attainment was of 62 %. On the other side this has developed 38% of administrative skills. Here, the students have shown much interest in academic, physical and creative activities adjacent to the administrative skills
- Pabiacherra Colony High School has shown 12% in academic activities, 11% in physical activities, 12 % in co-operative activities, 12 % in social activities, 12 % in cultural and creative activities i.e., overall curricular activities attainment was of 59 %. On the other side this has developed 41% of administrative skills. Here, the students have shown much interest in academic, co-operative, social and creative activities as well as in the administrative skills as maximum.
- Kumarghat Girls H.S. School has shown 12% in academic activities, 13% in physical activities, 12 % in co-operative activities, 13 % in social activities, 13 % in cultural and creative activities i.e., overall curricular activities attainment was of 63 %. On the other side this has developed 37% of administrative skills. Here, the students have shown much interest in physical, social and creative activities adjacent to the administrative skills.
- D.S.C.M English Medium H.S. School has shown 13% in academic activities, 12% in physical activities, 11 % in co-operative activities, 13 % in social activities, 13 % in cultural and creative activities i.e., overall curricular activities attainment was of 62 %. On the other side this has developed 38% of administrative skills. Here, the students have shown much interest in academic, social and creative activities adjacent to the administrative skills.
- Noydrone High School has shown 13% in academic activities, 11% in physical activities, 12 % in co-operative activities, 12 % in social activities, 14 % in cultural and creative activities i.e., overall curricular activities attainment was of 62 %. On the other side this has developed 38% of administrative skills. Here, the students have shown much interest in academic, cultural and creative activities adjacent to the administrative skills.

**Discussion on findings:** The main purpose of the study was to examine how the extracurricular activities correlate the emerging qualities of leadership skills among the school students of secondary education that will complement their administrative skill in near future. Earlier studies evinced those co-curricular activities upgrades the student's social skills, helps them to achieve their life goals and comprehensively boosts them to be a future leader. On the other side, our result additionally reported that there was a highly positive correlation between the selected variables. Furthermore, there was least significant difference between the integrated scores for each of the selected five schools under the study area. Most of the students either directly or indirectly took participation in the extracurricular activities. Majority prefers to participate in the physical activities and academic activities. Based on the questionnaires, their scoring is positively implying that their skills are developing and boosting their leadership skills to correspond them forward to be a good administrator in further times. Hence, the results correlate the earlier researches. It also indicates progressive implications in our present study.

## CONCLUSION

Our study is based on how co-curricular activities develop a student's administrative skills. 5 schools were selected under Kumarghat sub-division for our study.

Out of these 5 schools, some students from 9th class and some from 12th class were chosen. Their opinions were sought through question-and-answer method. For this survey 20 questions were amended for co-curricular subjects, and 10 questions for administrative subjects. To conduct our survey a total of 30 questions were presented. Based on the results of our survey, we've found that those who participated in co-curricular activities were enough qualified for their progress in administrative skills, and hence it is proved that there is a positive correlation between co-curricular activity and administrative skills. We have observed the graph and it showed that the participation of students in co-curricular activities is not the same in all schools, so there is a major significance of inclusion of more co-curricular activities in all schools as needed. It is also important to motivate the students so that they become willful to participate in more co-curricular activities. These will ultimately flourish their administrative skills, helping them to develop into efficient administrators in the future.

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